



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru
Care and Social Services Inspectorate Wales

Childcare Inspection Report on

Meithrinfa Siwgr Plwm Cyf

**Ffordd Heulog
Llanedwen
LL61 6EQ**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date of Publication

19 April 2018

Welsh Government © Crown copyright 2018.

You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

Description of the service

Meithrinfa Siwgr Plwm Cyf. is registered to provide care for seventy children under the age of 12 years and opens Monday to Friday from 07.30 – 18.00 hours, bank holidays excepted. The premises are sited in in a rural location near to Llanfair PG, Anglesey.

The responsible individual and person in charge of the day to day management is Sioned Hughes.

The service is offered mainly through the Welsh language with all staff being bi-lingual, speaking Welsh and English.

Summary of our findings

1. Overall assessment

Children feel safe and happy and enjoy their time at the service. They are confident and familiar with the daily routine and formed positive relationships with their friends and staff. Staff have warm and caring relationships with the children and provide a variety of stimulating play opportunities to promote their all round development, with a strong emphasis on promoting children's physical health. Leaders ensure the environment is safe and resources promote children's play and learning. Leaders manage the service effectively and have very positive partnerships with parents and the wider community. Leaders have created a positive ethos and established a staff team who have clear roles and responsibilities and deliver quality care to the children.

2. Improvements

Improvements since the last inspection include;

- Purchasing toys and equipment as well as maintaining the service;
- staff have attended training and courses relevant to the children's care with the registered person (leader) also completing a management course;
- 'in house' training has been introduced to ensure all staff consistently follow the service's processes and procedures;
- a monthly visit for children to a local residential home has been arranged and
- a social media page for parents to access information about the service has been established.

Since this inspection leaders have confirmed in writing;

- The service's public liability insurance is in place and valid;
- risk assessments have been updated to include visits to the residential home and

- staff supervision forms have been put in place so formal records of these meetings can be kept.

3. Requirements and recommendations

Positive practice recommendations only have been made in relation to; recording conversations with parents when staff inform them of their child sustaining a head injury; keeping a record of leaders having seen and are satisfied with each staff member's Disclosure and Barring Service (DBS) certificate in their files and keeping written accounts of each staff member's individual supervision.

1. Well-being

Summary

Children feel very safe and happy and enjoy their time at the service. They are confident and familiar with the daily routine and formed positive relationships with their friends and staff. Children make choices and are developing their self help and physical skills well.

Our findings

1.1 To what extent do children have a voice?

Children have a strong voice and they are listened to.

Children had plenty of opportunities to choose what they wanted to do and with whom they wanted to play. For example, after lunch time the pre-school children had lots of resources to choose from and they decided which activity they wanted to take part in. Some were heard having detailed conversations with staff, talking about their family and who was picking them up, with staff listening intently to what was said and responding appropriately.

Children speak up confidently and their choices are respected.

1.2 To what extent do children feel safe, happy and valued?

Children feel safe and valued and form bonds of affection with each other and staff.

Children felt secure and relaxed as they understood the daily routine and were content. For example, they knew they needed to wrap up warmly to go outside to play and were happy to do so. Children felt a sense of belonging as lots of their craft work creations were displayed in their individual playrooms and they had their own 'personalised' pegs to hang coats and bags. They knew what they had to say was important as staff responded positively to their requests, such as when they needed to use the toilet. Children were forming positive friendships with each other and staff, for example they played and made up imaginary games together with children who felt a little insecure holding a staff member's hand for comfort. Children valued the opportunity to carry out the role of 'helpwr heddiw' or 'today's helper' in the pre-school room.

Children feel happy and secure as they are cared for by staff who foster confidence and positive self-esteem.

1.3 How well do children interact?

Children interact very well with each other and staff.

Children interacted well with each other and understood the rules of behaviour, such as sharing items of play and being kind to each other. They listened to instruction well and helped clear away toys before going out to play. It was lovely to see two children carrying a tray of little people to be put away and a friend calling to them to 'come, come, I've found more'. They promptly collected the missing figures before taking the tray to be stored and

smiled when they were thanked for their help. This is a good example of how well the children co-operated and helped each other and feeling proud of their achievements.

Children are kind and respectful and are learning how to co-operate positively.

1.4 To what extent do children enjoy their play and learning?

Children enjoy their play and learning experiences very much.

Children participated in a wide range of activities and enjoyed playing on their own, in groups and alongside staff. Squeals and chuckles of delight were heard as the younger children played in the ball pit, one child's laughter infecting his friends who smiled broadly themselves and joined in the fun. Children were stimulated and motivated; they made up stories as they played with the little people activity, pretending there was a fire and calling out 'fire engine to the rescue'. One child particularly liked using water to spread on the paint mat, with a staff member sat beside her talking about the different shapes and colours appearing. We saw lots of colourful photographs of the different activities children had participated in; carrying courgettes and a large pumpkin in from the garden, taking part in a charity 'big toddle' walk and for those going to full time education at the end of the year, photos of their 'graduation' and throwing their hats in the air to celebrate. Children had been learning about different cultures and traditions and made the leaning tower of Pisa out of pasta shapes, celebrated the Chinese New Year and St David's Day and flipped pancakes on Shrove Tuesday.

Children engage very well in a wide range play- based activities and show lots of interest in what they do.

1.5 How well do children develop, learn and become independent?

Children develop well, learn and are becoming independent.

Children knew where to find an item of play as areas of interest were well set out and resources were within their reach. They took care of their personal needs and used the toilet and hand washing facilities on their own, or when needed were supported by a staff member. Some children even managed to put on their coats and hats before going out to play with others needing a little assistance. Children's linguistic skills and learning were enhanced as they were heard having many conversations with each other, staff and us. Children were learning about good physical health by eating freshly prepared and nutritious meals and snacks, playing outside in the fresh air and had access to their own drinks of water during the day. They had first hand experience to learn about gardening and using the vegetables grown in their daily meals. They used their imagination well during play, often prompting their friends to join them, for example when they went on a pretend picnic.

Children have an extensive range of experiences which promote their all round development.

2. Care and Development

Summary

Staff understand and follow the service's policies in keeping children safe and healthy. They have warm and caring relationships with the children and provide a variety of stimulating play opportunities to promote their all round development. Staff know the children very well and meet their individual needs.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff keep children safe and healthy.

We discussed the safeguarding policy with one staff member who knew what to do should they be concerned about a child. Safe procedures were followed with accident, incident and medication records completed and signed by parents. However, the service's procedure was to contact parents should their child sustain a head injury but there was no written account of parents having been informed in the accident records. In order to be clear as to any action taken as a result of contacting parents, a written account should be kept of the conversations with parents. Staff held current Paediatric First Aid certificates and could manage minor injuries and knew what to do if any prompt action was required.

Staff promoted healthy practices with nutritious food and drink provided and making sure tables were wiped before and after mealtimes. All staff had signed the service's infection control handbook in November 2017 evidencing they should all know how to manage and where possible reduce any risk of cross infection. The service has completed all stages of the Healthy and Sustainable Pre-School Scheme. This involved engaging children, staff and families in a healthy and active lifestyle through developing a health promoting ethos and environment.

Staff successfully promote healthy lifestyles and keep children safe.

2.2 How well do practitioners manage interactions?

Staff manage interactions very well.

Staff followed the service's behaviour management policy and modelled positive behaviour well. There was no confusion in the way staff managed behaviour as they were consistent in their approach. Staff were heard encouraging children to share and praised them when they were kind to a friend or helped tidy up. One minor incident of a child not wanting to share was dealt with quietly and through distraction which resulted in the group of children playing nicely and giving their friend the item they wanted. We saw staff had devised an 'emotions' display board in the pre-school room and gave children an opportunity to discuss their feelings and then pin the 'face' depicting how they felt onto the board. It was pleasing to see all children had chosen the 'smiley face' on the day of our visit. Staff were gentle in their approach and showed genuine warmth and affection towards the children which was reflected in the way children behaved towards each other and staff.

Staff successfully promote positive behaviour by being good role models and showing kindness and respect towards the children.

2.3 How well do practitioners promote children's play, learning and development and meet their individual needs?

Staff plan a variety of play and learning activities for children which enable them to develop a range of skills.

Through discussion with staff we found they were familiar with the needs and stages of development of the children in their care, and based children's learning from the time they started. This was possible through discussion with parents as well as written information provided by parents when their child started. Staff recorded children's development and planned appropriate and varied daily activities suiting the children and their ages. They engaged well with children, such as sitting at their level to talk about what they were doing and extending children's language. It was good to see staff making the children's play fun, for example putting the balls from the ball pit in front of their eyes and then playing a game of 'boo' with the younger children, which the children loved. Children also enjoyed dancing and singing alongside staff to the keep fit music. Staff told us their new monthly themed activities were working well with the whole service participating in the same theme and giving them all opportunities to suggest activities to promote the children's understanding of the topic. Staff knew the children well, for example they told us which snacks children preferred to eat and which children needed more cuddles when they woke up from their afternoon nap. Staff were happy, confident and relaxed; they worked as a team and had experience and sound knowledge of child development.

Staff successfully promote children's all round development and ensure they meet children's individual needs.

3. Environment

Summary

Children are cared for in a stimulating and secure child centred environment providing them with a positive ethos for play and learning. Effective procedures are followed to ensure children are kept safe and resources are clean and of good quality.

Our findings

3.1 How well do leaders ensure the safety of the environment?

Leaders ensure the environment is safe.

There was a secure system to restrict access to the service; the front door was locked and fitted with a code only access device and outdoor areas enclosed, meaning leaders ensured no unauthorised persons could access the premises. Leaders maintained written risk assessments which were updated as and when needed, for example it had been updated following an accident occurring and more recently to assess the use of the children's new mud kitchen. Although fire drills were undertaken during the year it may be beneficial to practice them more regularly to make sure all staff and children are familiar with the routine. Operational procedures were in place for visits away from the service showing leaders were committed to ensuring the children's safety at all times. Leaders ensured children were supervised appropriately as was seen at inspection with staffing ratios sufficient.

Leaders ensure the premises are secure and have established procedures to keep children safe at the service and in the community.

3.2 How well do leaders ensure the suitability of the environment?

Leaders provide a comfortable and stimulating environment where children develop and grow.

Leaders ensured children had plenty of space to move around and be active. Most storage boxes were labelled and resources were set out to promote children's independence. There were well equipped and defined areas and children's craft work was on display, making the environment homely to them. The outdoor enclosed areas provided a rich environment for children to learn through play, such as riding bikes, gardening, mud kitchen and imaginary play. Leaders ensured children were cared for in their base rooms meaning they had access to toys and furniture suiting their ages and stages of development. Toilets, nappy change and hand washing basins were located near to the children's playrooms showing leaders made sure they could be accessed easily when required. The environment was light and airy with each of the children's playrooms brightly decorated and welcoming. All of the children's craft work was displayed with lots they could look at on their level; especially the artistic and creative collage toddlers had enjoyed making. This demonstrated staff and leaders made sure children felt included. Leaders ensured the whole environment provided children with opportunities to investigate and explore and encouraged them to learn through play.

Leaders ensure the environment provides a wide range of play opportunities suitable for the ages of children attending.

3.3 How well do leaders ensure the quality of resources and equipment?

Leaders provide a range of resources suiting the children's ages and stages of development.

Leaders had suitable procedures in place to ensure resources and equipment were clean and in good repair as was seen. All playrooms were set out with resources suiting the children's ages, such as highchairs fitted with 4/5 harnesses and low level 'beds' for children to sleep. The choice of resources stimulated and encouraged children to follow their interests and develop different skills. For example, pushalong toys in the baby room aided the toddlers when developing their walking skills and a well fitted out 'hospital' activity gave the pre-school children an opportunity to develop their imagination and learning. Furniture was appropriately sized which enabled children to eat comfortably and undertake table top activities. Resources were varied and stimulating and children were supported to understand elements of different cultures and festivals. Leaders provided children with a wide range of natural, recycled and household items for craft work and modelling purposes which promoted an ethos of sustainability within the service.

Leaders ensure the quality and variety of resources and equipment supports the development of children's skills and knowledge.

4. Leadership and Management

Summary

Leaders have a clear vision and are committed to monitoring and improving the service. There are effective partnerships in place with parents and the local community. Leaders have created a positive ethos and established a staff team who have clear roles and responsibilities and deliver quality care to the children.

Our findings

4.1 How effective is leadership?

Leaders have a sound understanding of current best practice and lead the service effectively.

Leaders ensured the service's statement of purpose was accurate and provided parents with the information they needed in order to decide whether the service met their and their child's needs. Leaders set clear aims in order to promote and sustain improvements. For example, they had successfully completed The Healthy and Sustainable Preschool Scheme which is part of the Welsh Government's Healthy Schools Scheme initiative for pre-school child care services with the aim to 'actively promote and protect all aspects of health; physical, emotional, mental, social and the well-being of the whole service's community'. The ethos of the scheme was reflected throughout the service and seen during our visit such as the promotion of healthy lifestyles and the planned activities.

Leaders communicated their vision for the service well by looking at and implementing procedures to raise standards and to promote safe practices such as reviewing and updating policies to reflect current changes and guidance pertinent to children's care. Leaders had completed their Self Assessment of Service Statement (SASS) and the accompanying information required by us showing they were compliant with what was expected of them. Leaders employed Welsh speaking staff and provided some written bi-lingual information to parents with plans for all written policies and procedures to be made available in Welsh. They ensured all staff employed could speak and understand Welsh. Leaders were therefore well on their way to providing the Welsh Government's 'Active Offer'.

Leaders have established sound procedures in order to manage and oversee their service.

4.2 How effective is self evaluation and planning for improvement?

Leaders make positive changes in order to move the service forward.

We found leaders had completed an annual quality of care review detailing feedback from parents, children, staff and improvements made to date and those planned for the future. Parents were 'complimentary' in their response and where improvement was needed, leaders had addressed these quickly and efficiently. This showed leaders were committed

to making positive changes in order to move the service forward. We read some of the comments parents had made noting 'dim cwynion, hapus iawn' (no concerns, very happy), 'staff are caring and attentive' and 'staff are knowledgeable and good'. Staff had commented positively in their questionnaires noting it was nice working in Siwgr Plwm and a 'friendly environment'. One staff member confirmed being able to approach and talk to management'. Through discussion with leaders we found they valued the feedback received as it gave them an opportunity to reflect on their service and improve practices. Leaders have established effective processes in order to monitor and improve the service.

4.3 How effective is the management of practitioners, staff and other resources?

Leaders are organised in the management of the service.

Staff told us they were supported by leaders and knew they could approach them if they needed guidance or had a concern. We found leaders had an established induction process and made sure staff had read and understood the service's policies and procedures when they started as well as keeping them well informed of any changes as they arose. We looked at three staff files and found these met the required regulations in making sure staff were suitable for their roles. Disclosure and Barring Service (DBS) clearances had been completed for each staff member and leaders kept a separate record of when they had seen the DBS certificates and the dates of renewal. We asked for these records to be kept on individual staff files with leaders noting having seen the certificate and it was clear. Staff annual appraisals were currently being completed with leaders noting on each how they were to address any matters raised. Although informal meetings with individual staff members were undertaken regularly during the year, we asked leaders to record these so they could evidence how they addressed practice issues or concerns regularly during the year. Leaders had devised a training matrix to make sure staff kept up to date with mandatory courses and the registered person herself had achieved a Level 4 Leadership and Management course, evidencing a commitment to improving practices and complying with regulation. Leaders deployed staff to ensure children had at least one consistent staff member caring for them daily and due to the very low turnover of staff, leaders ensured children were familiar with those caring for them.

Leaders have established systems in place in order to check staff are suitable to care for children and to monitor performance.

4.4 How effective are partnerships?

Leaders have positive partnerships with parents, professionals and the community.

Leaders kept parents informed about their child's time at the service, both verbally and through written daily accounts. Parents shared information about their child before their child started so leaders could share each child's daily routine, preferences and needs with the staff team. Leaders provided parents with regular newsletters during the year which was a positive method of keeping parents informed of any changes and the planned activities. Leaders involved parents in their child's achievements and it was lovely to see photographs

of the children's families celebrating their child's graduation day. This was a cause for celebration for all, along with the afternoon tea and the children taking home a graduation Teddy Bear and a framed photograph of their special day. Children were often taken on walks with older children attending the holiday clubs being taken on outings to local attractions. Over the years, leaders had arranged a Christmas visit for the children to sing carols at a nearby residential home for the elderly. More recently, monthly visits had been arranged to visit a different home with the children having attended on the day of our visit where they had enjoyed playing games with the elderly. These are wonderful opportunities for children to socialise, learn more about the world around them and to feel valued and a part of their community.

Leaders have established very effective partnerships which promote positive outcomes for children.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Areas of non compliance identified at this inspection

None

5.3 Recommendations for improvement

To consider;

- Recording conversations with parents when staff inform them of their child sustaining a head injury;
- keeping a record of leaders having seen and are satisfied with each staff member's DBS certificate on each staff member's file and
- keeping written accounts of each staff member's individual supervision.

6. How we undertook this inspection

This inspection was undertaken as part of our normal schedule of inspections. One inspector undertook an unannounced visit on 28 February 2018 for approximately 3 hours and an announced visit on 05 March 2018 for approximately 4 hours.

- We inspected a sample of documentation and policies, these included the statement of purpose, risk assessments, child protection and behaviour management policies;
- we looked at the areas used by children and the resources on the day of our inspection;
- we observed children and the care they received;
- we spoke to the registered person and staff and
- we gave feedback to the responsible individual of what we found and what needed to be addressed.

Further information about what we do can be found on our website www.cssiw.org.uk

About the service

Type of care provided	Children's Day Care Full Day Care
Responsible Individual	Sioned Hughes
Person in charge	Sioned Hughes
Registered maximum number of places	70
Age range of children	3 months -11 years
Opening hours	07.30 – 18.00 hours, week days
Operating Language of the service	Welsh
Date of previous CSSIW inspection	26 February 2016
Dates of this inspection visit(s)	28 February 2018 and 05 March 2018
Is this a Flying Start service?	No
Is early years education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	This is a service that is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service.
Additional Information:	

